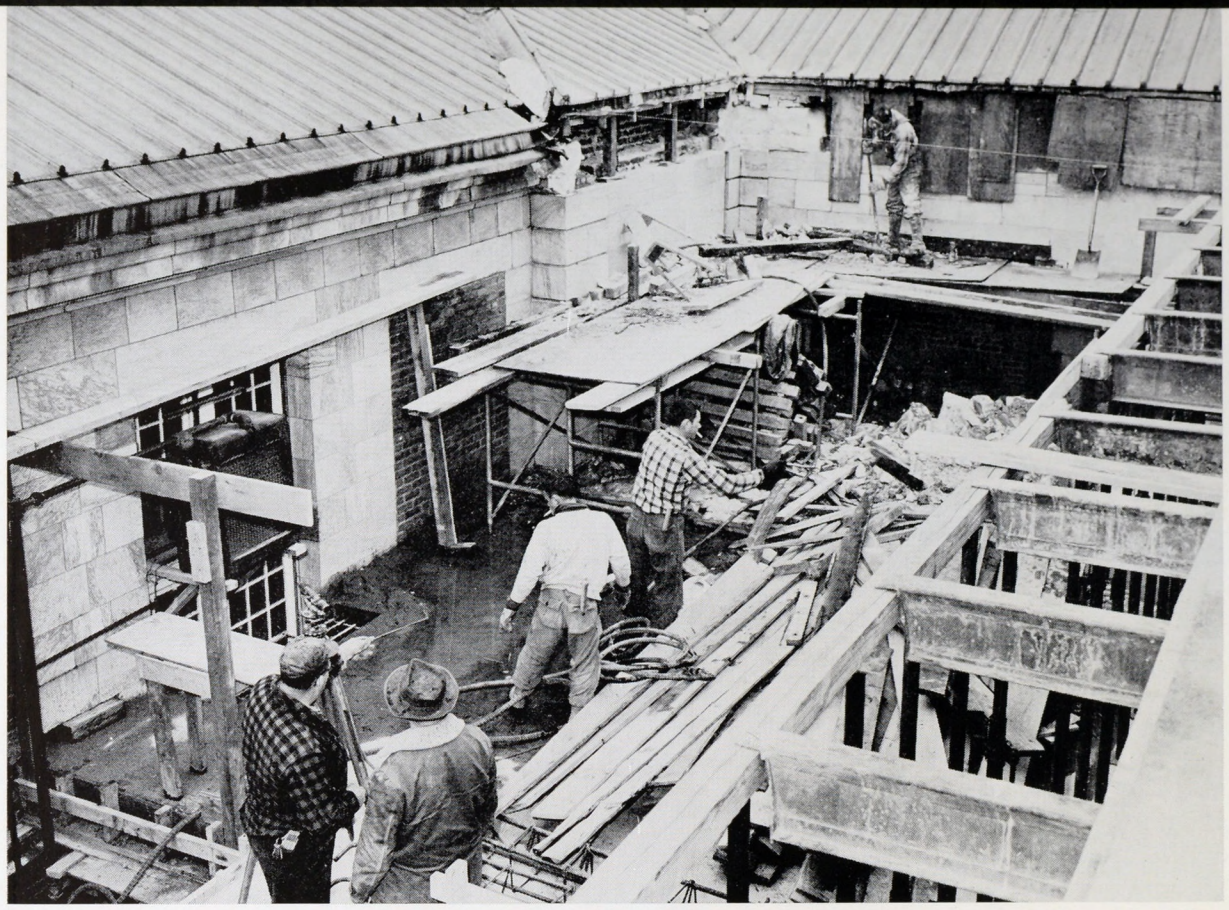
MIDDLEBURY COLLEGE

Your Family and Middlebury

Spring 1959

SENT BY THE COLLEGE TO MIDDLEBURY PARENTS AND FRIENDS

In this issue Robert Frost and Middlebury



■ Phase I addition to the Egbert Starr Library is shown being joined at the roof-line to the main structure. As of April 1, 1959, gifts and pledges for the Library Project totaled $705,000. Thus, providing the means of financing Phase I and Phase II (modification of the existing building in use for many years). The Drive continues for gifts totaling $645,000—the balance needed for the completion of the entire Library Project costing $1,350,000 and furnishing the funds necessary for construction of Phase III (new reading room and extended stack area).

Parents visiting Middlebury College in October for Parents Weekend or at other times in the coming fall will see the first phase of Middlebury's Library construction program finished and in use. At the time this issue of *Your Family and Middlebury* goes to press, all four floors in the new addition of the Library are installed and this new area is being enclosed and roofed.

Although the first construction stage will not solve Middlebury's library needs, it will provide a significant and much needed improvement in library facilities. The new area of four levels will provide an important increase in study space and shelving areas. It will also contain three seminar rooms, a large seminar or multi-purpose room, four typing booths and a large number of individual study carrells.

Completion of this first construction stage is scheduled for this summer. The College will then embark immediately upon Phase II which calls for a complete renovation of the main portion of the Egbert Starr Library to tie it into the new addition and make possible modern library facilities throughout the entire building.

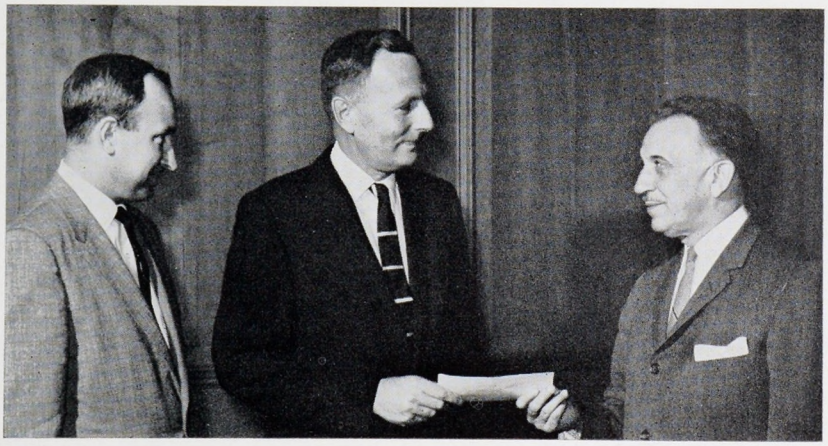
As this issue goes to press, total gifts and pledges for the Library amount to $725,000. This sum insures the means of financing the first two phases of the Library Program. It is hoped that successful attainment of the $1,350,000 Library goal will be realized so that the third and final construction phase can be authorized following the completion of Phase II.

All parents are invited to inspect the construction progress at the Library on their next Middlebury visit.

Walter E. Brooker

Director of Development Program

MIDDLEBURY in the News



■ President Stratton accepts a check for $550.00 from Phelps Swett, Jr., '34, operating superintendent of Sears Roebuck and Co. store, Burlington, Vt. This unrestricted grant was received from the National Merit Scholarship Corp., through the Sears Roebuck Foundation. Hilda Wing, '62, is a Sears Roebuck National Merit scholar. At left is John T. Terrell of the Sears Roebuck Foundation. Mr. Swett is national president of the Middlebury Alumni Association.

Curriculum Study . . .

Four prominent educators will arrive on campus April 9, having been invited by the College to make a study of the curriculum.

In connection with the long-range program of evaluation conducted by the Educational Policy Committee, Jacques Barzun will act as consultant in the humanities; Mr. Gilbert Burford, natural sciences; James F. Cusick, social sciences; Hunter Kellenberger, languages. The study is being made with financial assistance from the Fund for Advancement of Education of New York City.

Dr. Barzun is dean of graduate studies at Columbia University. Born in Paris, he became a United States citizen in 1933. He was educated at Columbia and has written several books, including "The Teacher in America."

Now holding an endowed chair in chemistry at Wesleyan University, Dr. Burford previously taught at Cornell. He was educated at Wesleyan and Princeton. He is author of papers on analytical chemistry and industrial waste pollution.

Dr. Cusick, professor of economics at Dartmouth College, holds degrees from Amherst College and Harvard University. He is chairman of the national advisory committee of the Consumers' Union of the United States.

Dr. Kellenberger is chairman of the division of modern languages at Brown University. Educated at Kenyon College and Princeton, he taught at Princeton for several years.

Other colleges are undertaking similar programs, in efforts accelerated by the recently-expressed willingness of large foundations to help finance such studies. Dr. Stephen A. Freeman last month served on an evaluating committee at Colgate University. Dr. John G. Bowker, Dean of the Faculty, last November was a member of an accrediting group evaluating courses at Colby Junior College.

Commencement Program 1959

Friday, June 5

2:00–10:00 p.m. Registration, Student Union Building
6:30 p.m. Buffet Supper, Bread Loaf Inn
8:30 p.m. Informal Lecture by Dr. Stephen A. Freeman, Little Theatre, Bread Loaf

Saturday, June 6

8:30 a.m.–12:30 p.m. Registration continued, Student Union Building
9:00 a.m.–11:30 a.m. Alumni Coffee Hour, South Lounge, Student Union Building
9:30 a.m. Class Day Ceremonies, Lower Campus
10:30 a.m. Alumni Association Meeting, Starr Library
10:30 a.m. Alumnae Association Meeting, Munroe Hall
12:30 p.m. Commencement Luncheon, Memorial Field House
4:00–6:00 p.m. Informal Reception at the President's House, 3 South St.
6:00 p.m. Class Reunion Dinners
8:30 p.m. Commencement Play—Wright Memorial Theatre

Sunday, June 7

10:45 a.m. Baccalaureate Service, Mead Chapel
12:30 p.m. Phi Beta Kappa Dinner, Middlebury Inn
7:00 p.m. Cane Ceremony, Forest Hall Arcade
8:30 p.m. Commencement Play—Wright Memorial Theatre

Monday, June 8

10:15 a.m. Commencement Procession, Memorial Field House
10:30 a.m. Commencement Exercises, Memorial Field House

Your Family and Middlebury

Volume 31, No. 3 Spring 1959

GEORGE H. HUBAN, EDITOR

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Robert Frost and Middlebury

"Middlebury is going to honor Mr. Frost in a special room in the Library".

By Reginald L. Cook
Professor of American Literature and Director of the Bread Loaf School of English

Robert frost knew about Middlebury College long before Middlebury knew about him. But this was not oversight on Middlebury's part. Far from it. Mr. Frost had friends headed this way. Meanwhile, he took the less traveled road of poetry, which has made "all the difference." Yet in a kind of encircling movement over the years he has been coming closer to us all the time. Since 1939 he has been our neighbor in Ripton. But no one has a lien on him—not Dartmouth, Amherst, Harvard or Middlebury. He is his own man, as independent as a drift boulder in his Ripton pasture, and as indigenous to New England as a sapper in a sugarbush.

Middlebury's friendship with Mr. Frost started more than a generation ago. On a late January day in 1921 Professor Wilfred Davison, dean of the English School at Bread Loaf, visited the poet at South Shaftsbury and induced him to come to the School during the summer. This was like inviting Socrates into an Athenian "thinking-shop." And it worked wonders. There have been few summers since when he, a real gadfly, has not buzzed the Writers' Conference and the English School. An intransigent advocate of freedom from the dry-rot of academicism, the poet stings us into awareness of what we should be about: that is, taking pleasure in the exercise of our imagination in reading and writing literature. He is as disarming as he is intransigent. It is often not until the next morning you realize the effect of his mental jabs. But you do come to realize—no matter how impervious or resistant—that the needs of the human spirit might be more greatly served through "education by metaphor."

When the story of Mr. Frost's life is told, it should include his influence on American education, and nowhere has it shown to more effect than at Middlebury College's mountain campus. He is a one-man "thinking-shop" himself. A natural story-teller par excellence, allusive, familiar with the classics and the moderns, an apt quoter, gay-spirited, provocative, and seminal with ideas, greatly gifted with a sense of drama and endowed by nature with a range of tonal expression, he is one of the most effective teachers of this or any generation. We've had the best of it for nearly forty years. At eighty-five he is the staunchest of the modern peripatetics—a walking philosopher-poet. Without Mr. Frost, Bread Loaf would not be 'just another school,' but with him it has become something more than any other school of which I know.

Old time Bread Loafers of the '20's who remember the *al fresco* performance of "A Midsummer Night's Dream" on the West lawn, the song fests, the hiking trips to Pleiad, Texas Falls and Blowdown Camp, will also recall hearing Mr. Frost in the classrooms. These were eupeptic sessions. Any amount of talent drifted in and out of the School, and to those of us who were feeling our way he was the generous and friendly encourager. Whenever he came there was a buzz and stir of anticipation for days ahead. Upon arrival he taught classes in the late morning and afternoon, read poetry in the early evening, and then engagingly talked with undiminished energy far into the night. Bread Loaf was a small community then and one that made up in intensity what it lacked in numbers. It was making tradition and he was one of its originals.

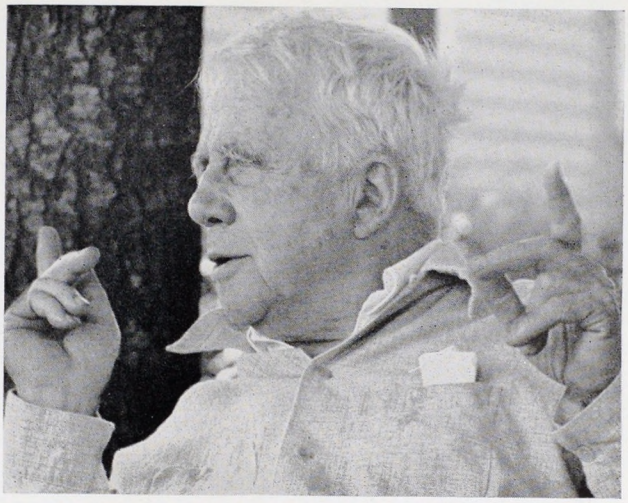
In 1926 when the Bread Loaf Writers' Conference —the first of its kind in our country—was inaugurated, Mr. Frost was a part of it. At each successive annual session, under the directorship

of John Farrar, Theodore Morrison and John Ciardi, he has appeared before the Conference "to say" his poems and to tell both the eager fledglings and the old campaigners that "the whole art of writing is learning how to have something to say" and that "everything written is as good as it is dramatic." These are the memorable evenings as he "snaps the quip" in *sotte voce* comments.

THE evenings Mr. Frost appears at the English School are also "sell-outs." Seats are occupied long before his arrival and deservingly he always gets a standing ovation. In spite of those terrific thunderstorms that commonly rocket up the valley to interrupt his mood, the thunder reverberating in the mountain bowl and the rain detonating on the tin roof of the Little Theatre, he manages to "say" his poems and freshen our thinking on education and writing. He is our conscience in education as he is in poetry, measuring things by quality, not "bulk," by felicity of thought and not by facility, and standing for "prowess" and "performance." At every turn of the road he emphasizes courage and freedom and imagination. In the "councils of the bold" his is the strongest and most fearless voice.

Over the years one of the most interesting associations with Mr. Frost at Bread Loaf has been the adaptation in the theatre of his poems and *Masques* by the dramatic groups. In the 1930's Miss Hortense Moore and Raymond Bosworth adapted "Snow" to the stage and presented it strikingly. And, in the late 1940's, Erie Volkert, who has directed the theatre with such signal success at Middlebury College and Bread Loaf, presented before the English School audiences with professional distinction, the first public performance of each of Mr. Frost's "New England Biblicals"—*The Masque of Reason* and *The Masque of Mercy*, the former on August 2, 1946, and the latter on August 6, 1948. There have been at later sessions equally distinguished evening performances of both *Masques* as well as "The Death of the Hired Man," "The Hill Wife," and "The Witch of Coos." No one who saw the performance of the latter in the summer of 1957 will soon forget the ingenious staging and the skilful acting of the principals.

ON SEPTEMBER 19, 1939, Mr. Frost bought the Homer Noble farm and here he summers, year after year. Ten years later he became a legal resident of Ripton. On the rise above the Homer Noble farmhouse and weathered barn are his vegetable garden and his cabin. In the latter he meets his



■Poet Robert Frost

friends, reads and writes as the spirit moves him and, in the long summer days, takes deliberate pleasure in building wall, transplanting forest trees, turning the soil in the flower beds, or handling the fine Morgan horses in the pasture. Having Mr. Frost within shouting distance of Bread Loaf has been like living in Sweepstakes' luck. No one could be more tactful than he in his relationship to the School and the Conference. He never interferes but he might suggest. As he once said, characteristically, "I'm only good on the generalities, not on the particulars." I think the various administrators, Davison, Gay, Owen, Joyce, Farrar, Morrison and Ciardi, would confirm this reaction to his concern with the Bread Loaf idea.

IN THE early 1930's his association with the town campus of Middlebury College brought him closer. A four-time Abernethy lecturer, he gave the first lecture on January 23, 1929 to faculty and friends in the Abernethy Room. On his subsequent visits as Abernethy lecturer—May 27, 1936, November 9, 1945 and April 29, 1957—he talked to the College as a group in Mead Chapel. The last visit was one of those never-to-be-forgotten evenings. Every available chapel seat was occupied and people were standing in the doorway and vestibule to hear Mr. Frost. For over an hour and a half he read and talked as though he was back home, which, of course, he was. Our neighbor—the distinguished one—had stepped in for a little neighborly talk and we were all there to listen.

Then he went over to Pearson's Hall for an informal reception and, surrounded by students, the then eighty-three-year-old (*Continued on page 7*)

*DEAN OF MEN, DEAN OF WOMEN, DIRECTOR OF DEVELOPMENT PROGRAM—

ARE INTERVIEWED BY
YOUR FAMILY AND MIDDLEBURY ON . . .

THE COLLEGE'S NEW STUDENT CENTER

Q. Is it true that the College is planning to erect a new Student Union Building?

A. Yes. Plans are being developed for a new Student Center to be erected in the area directly behind the present temporary Student Union Building. Construction will start this Spring and be completed by Fall 1960. The present Student Union will be razed, but the foundation utilized in the construction of an entrance terrace to the new Student Center.

Q. How will the new Student Center compare in physical size with the present temporary structure?

A. The new building will be constructed in an L shape immediately behind and to the south of the present Student Union. It will have a full ground floor and main floor, with a partial second story at the north end. In overall area it will have about two and a half times as much floor space as the present building, but will not stand appreciably higher. Present estimates are that the cost will be something over three quarters of a million dollars. A sketch and floor plans will appear in the Summer Issue of the NEWS LETTER.

Q. In the face of needed funds for the Library Project, faculty salaries, and other academic facilities—how can the College afford the new Student Center at this time?

A. The Student Center will be financed under the provisions of a special program established by the Federal Government to enable colleges and universities to build 'income producing buildings' such as dormitories, dining halls, student centers, etc. under very favorable long term, low interest, and self-amortizing loans. Construction of Stewart Hall and the much-needed current renovation of Hepburn Hall are both being financed under this program. By taking advantage of this assistance offered by the Federal Government, the College is able to concentrate all its fund-raising efforts in support of the important needs mentioned in your question.

Q. Why is a new Student Center needed at Middlebury?

A. The present facilities are most inadequate. With the end of World War II, the war surplus building erected to house the Student Union temporarily took care of our needs at that time. However, today it is not large enough for current use and does not provide the facilities needed in a small, non-urban, coeducational institution such as Middlebury College.

Q. What additional or better facilities will the Student Center provide?

A. It will provide a larger and more adequate lounge, more meeting rooms for college organizations, and will eliminate the use of classrooms for meetings. The new lounge will accommodate the informal discussions undergraduates can have with visiting lecturers following formal lectures. The Middlebury Conference, the Religion Conference, and visits of other distinguished speakers can provide a richer educational experience for more students with more adequate conference and discussion facilities. Particularly important to note is that the new Center will provide a dining hall large enough to accommodate the entire freshman class of both men and women as well as a more adequate Snack Bar.

Q. What are the advantages in having freshman men and women dining together as a class?

A. Eating together creates a cohesiveness within a class that can be accomplished most effectively in this manner. With a heterogeneous student body representing a wide geographic distribution and varied backgrounds, much can be gained by having

*Dean Reynolds, Dean Kelly, Walter E. Brooker, '37

men and women eating together as a class with greater opportunities for conversation and expression of ideas. Furthermore, at a time when every college must concern itself with costs of operation, Middlebury will experience a more efficient freshman eating arrangement with the use of one kitchen and one dining room instead of the three kitchens and four dining rooms now necessary.

Q. How much use will students make of a new Student Center?

A. There should be tremendous use made of an adequate Student Center. A trained director will be able to organize a social program for the freshman men and women. In addition, there will be adequate space for offices of undergraduate activities, music and television rooms, etc. This will bring freshmen into natural and easy contact with upperclassmen.

Q. Will the Summer Language Schools be able to use the Student Center?

A. Dr. Stephen A. Freeman, director of these schools, is enthusiastic about the Center and expects that the Language Schools will be able to make very effective use of the increased facilities for meetings, conferences, and discussions.

Q. What do you consider the role of a Student Center at a small liberal arts college such as Middlebury?

A. A Student Center in a small liberal arts college should provide a social center for all students of all classes. This is extremely desirable in such a small liberal arts college. A valuable part of attending this type of college is being acquainted with the entire student body—not just a small segment. This can be accomplished only with adequate meeting facilities.

Q. How will the new Student Center aid in the College's educational program?

A. In addition to the usual problems of academic adjustment, most freshmen face serious problems of social adjustment as well during their first year at college. In a number of cases, inadequate social adjustment affects academic performance. Middlebury's new Student Center should provide the needed facilities in which the process of adjustment may occur more rapidly.

ROBERT FROST AND MIDDLEBURY

(Continued from page 5)

poet, in between sips from a tall glass of milk and bites from a big sandwich, regaled us with quip and story, allusion and epigram. After eleven he adjoined to another house for more talk, and hours later started off for bed, presumably anything but tired. He was just doing what comes naturally; what, in effect, he calls "barding around" from college to college.

In 1924 the President and Fellows of Middlebury College honored Mr. Frost at the Commencement exercises by conferring on him a Doctor of Letters degree, then his fifth honorary degree. The citation was to the point. "Middlebury College," it read, "confers upon you the degree of Doctor of Letters in recognition of the contributions you have made to the literature of the land, contributions which we are assured will be permanent; and for the part you are playing in fashioning the literature of New England." The phrasing in this citation is significant, for it recognizes an *American* poet in terms of his *permanent* contributions (which are now pretty well established world-wide), and with a nice emphasis in terms of the region. Everything starts with the home-fields but here is not where the venture stops in our native writers, especially when they are New Englanders and their names happen to be Henry Thoreau and Emily Dickinson and Robert Frost.

Mr. Frost, in his play upon words at which he is so skilful, once distinguished between those who are "conscientiously" concerned with the arts and those who have a "weakness" for them. He thinks it better to be one of the latter. On another occasion, he distinguished between "attachment" and "attraction." He thinks our real loyalties ought to be rooted in attachment, not in attraction. If you measure success in terms of effectiveness in getting across the principles of the faith you live by in both deed and word, then this poet succeeds famously. In him the love of the arts is instinctive as it is creative; and he strengthens our weakness for the arts, a gauge by which you measure the quality of a country's culture and a civilization's spiritual riches. Toward Mr. Frost our community feels the only attachment which really counts: that of a friend for a greatly beloved neighbor. Once again Middlebury College is going to honor Mr. Frost in a special room in the Egbert Starr Library. This is more than a gesture, it is a sign—a wonderful sign—of our weakness for the arts and our attachment to the poet. Good research rooms make good neighbors, and they also make good liberal arts colleges when they serve the needs of higher education in such an imaginative way.

Middlebury College ranks first among large coeducational colleges in effectiveness of alumni soliciting, with 58 percent donors of those solicited, according to the 1957–1958 Survey of Annual Giving and Alumni Support conducted by the American Alumni Council, and released recently.

The College also ranked eighth in number of Alumni Fund donors with 4,098. The sum of $60,716 was contributed to the Alumni Fund, while total Alumni donations reached an all-time high of $248,877.

The only colleges which ranked ahead of Middlebury in effectiveness of soliciting from all classes were Amherst, Dartmouth, Immaculata, Mt. Holyoke, Princeton, University of Scranton, Wofford, Vassar and Xavier.

with our FACULTY

By *Professor* John G. Bowker, *Dean of the Faculty*
Dr. Paul Cubeta, *Guest Contributor*

With the adoption of a new philosophy as to Middlebury's responsibilities for teacher-training and the appointment of Dr. Charles S. Grant, Assistant Professor of History, as the Director of the new program, I am pleased to bring you the following article entitled **Middlebury's New Philosophy of Teacher Training.** *Dr. Paul M. Cubeta, Assistant Professor of English, is Chairman of the Faculty Educational Policy Committee which sponsored the proposal to the faculty and Trustees.*

J. G. B.

BECAUSE of the widespread and deep interest among our faculty and students in training secondary and elementary school teachers and Middlebury's long and successful contribution to the profession, the Educational Policy Committee last September began a comprehensive study of the questions: How can Middlebury College best serve the needs of its students wishing to become teachers, and how can it best encourage increased interest in an academic career?

The new Program of Teacher Training, unanimously approved by the Faculty after five months of study by the Educational Policy Committee as a whole and by a subcommittee under the chairmanship of Professor Benjamin Wissler, marks a dramatic departure in both philosophy and implementation from Middlebury's recent work in Education. The new philosophy asserts that the most desirable education for teachers emphasizes subject matter grounded in the traditional disciplines of the liberal arts in preference to methods of teaching. The Middlebury curriculum, therefore, will no longer offer separate courses in educational psychology, principles of education, history of education, and methods and curriculum in elementary education. The special majors in the Social Science Studies for Teaching and the Program for High School Teachers of Science have also been dropped.

Because the Faculty recognizes that some study of the teacher's problems in the classroom and practice teaching under expert supervision are invaluable, the new Program introduces a seminar in Educational Problems, designed primarily as preparation for the teaching career. One semester the course will probably be offered for prospective secondary school teachers, the other semester for elementary school teachers. It will precede practice teaching in the local schools, which will continue to be offered for six credit hours.

UNDER this Program, which begins with the academic year 1959–60, the Department of Psychology and Education becomes the Department of Psychology, and the Program of Teacher Training will be a separate part of the Division of the Social Sciences under the administration of a Director. The Educational Policy Committee has urged the appointment of a man who has received a doctorate in one of the traditional disciplines of the liberal arts, such as philosophy, history, or psychology, and in addition has had teaching experience in primary or secondary schools and has a deep professional interest in teaching. Half of his time will be spent in administering the Program. His duties here will include encouraging interest in teaching among Middlebury undergraduates, obtaining certification of this Program with state boards of certification, and establishing relations with universities, such as Harvard, Yale, and Wesleyan, offering summer programs or advanced work in teacher training. Teaching responsibilities will occupy the rest of his time. He will conduct the new seminar in Educational Problems and will supervise the work in practice teaching. The Director will also teach a course in his own discipline except perhaps in the first year of the Program when administrative duties will be unusually burdensome.

Our fundamental aim in this Program is, as it has been in the past, to provide an effective *start* toward a teaching career for Middlebury students. The plan assures a minimum of eighteen hours of certifiable credits and is sufficient to meet provisional certification requirements in many states. Nine of these credit hours—the seminar in Educational Problems taught by the Director and the work in practice teaching—are the only Education courses as such which will be accepted for the Middlebury degree. In addition, Child and Adolescent Psychology, a course already certified, will be retained in the Psychology Department. It will be the Director's first responsibility to select six additional hours of other courses offered by such departments as History, Philosophy, or Psychology for

■ Faculty Educational Policy Committee, 1958–1959: (*left to right*) Professors—Andrews (philosophy), Munford (American literature), Cook (American literature), Moyer (chemistry), Smith (economics), Wissler (physics), Anderson (economics), Chute (biology), Cubeta (English) Chairman.

which certification will be arranged. These courses then will compose our core program of eighteen credit hours. The Educational Policy Committee, however, expects that the Director in his conferences with the state boards of certification will discover that other courses now a regular part of the Middlebury curriculum can also be certified in various states in the Northeast. In some states such as Vermont and Connecticut we can petition to have the whole program certified as a unit.

Because of the increased emphasis on academic content instead of the methodology of teaching, the Faculty has recommended to the Departments of English, French, History, Home Economics, Mathematics, and Physical Education for Men and for Women that they consider dropping their courses in the special methods of teaching their respective subjects. The Educational Policy Committee, nevertheless, is convinced that the successful training of teachers must be the concern of the entire faculty, and not simply the peripheral efforts of a few. The Director will be expected to enlist the coöperation of the whole faculty and particularly those colleagues who are specialists in teaching the techniques of their discipline.

Before drawing up the new Program of Teacher Training, the Educational Policy Committee examined the work in education undertaken at nearly all the small liberal arts colleges of high standing in the country from Bowdoin to Pomona with particular attention to Swarthmore and Carleton, which have recently developed programs with a similar philosophy. But the Committee's proposals adopted by the Faculty are not an imitation of those of another college; they are uniquely Middlebury's.

With the coöperation of Mr. Gordon Perine, we were able to call upon the opinions and experiences of twenty-eight superintendents of outstanding public high schools from Massachusetts to Michigan. Many indicated that they would be willing to hire able Middlebury graduates with a strong background in the (*Please turn to next page*)

liberal arts even if they had had no formal work in Education. Others urged that a beginning be made toward satisfying professional requirements in Education during undergraduate years. The need for practical experience and graduate training was universally recognized. The Committee also consulted Mr. John Herzog, Assistant to the Dean of the Department of Education at Harvard University, who advised us against offering courses without solid academic content solely for the purposes of providing students with certification credits. He pointed out that Harvard is primarily interested in attracting Middlebury students of distinction and will take them as candidates for the M.A.T. degree without any Education credits at Middlebury. The same policy is followed in similar graduate programs at Yale and Wesleyan.

As a result of its study, the Educational Policy Committee is convinced that the new Program will not jeopardize our students in obtaining teaching jobs, but we recognize that any Middlebury graduate planning a permanent teaching career must face the necessity of eventually attaining at least a master's degree. Furthermore, the Director will make every effort to assist those students in the present Education program in completing their work with the minimum possible readjustment of plans and with the same chance for certification they previously had.

The Educational Policy Committee has been particularly concerned with increasing the excellence of its training of both secondary and elementary school teachers. We acknowledge with pride the splendid advances the College has recently made in preparing students for careers at the elementary level, and we hope the Faculty will encourage more undergraduates to choose a profession in elementary school teaching.

The specific details of the new courses have been deliberately left flexible by the Committee so that the Director may shape them in a manner which, after meeting with state certification boards, he believes will produce the maximum contribution Middlebury can make toward the training of teachers. Nonetheless, we are determined as a start that the Director keep the purely professional Education courses at a minimum. The Program we are inaugurating next fall not only places considerable responsibility in the hands of the Director but also affords him an opportunity for significant service to the teaching profession. With faith in him and in the philosophy and aims of this Program, the Committee firmly believes that Middlebury College, which has inherited the pioneer spirit and dedication of Emma Willard, can confidently assume a rightful share of leadership in educating the next generation of teachers in the liberal tradition.

Faculty Notes

Professor Rose Martin who began her teaching at Middlebury as a graduate fellow in Spanish in 1928 has been promoted to a full professorship in Spanish. Rose will be in Madrid next year directing the affairs of the Graduate School of Spanish in Spain.

Dr. Leslie C. Bigelow has been made Associate Professor in Philosophy. Professor Bigelow's degrees were earned at Harvard. He came to Middlebury in 1952.

Dean of Freshman Men, Lockwood Merriman, has been awarded an Associate Professorship in English. Dean Merriman came to Middlebury in 1947 having taken his degrees from Harvard and Columbia.

Dr. Walter A. Moyer becomes Associate Professor in Chemistry. Walt earned his Masters Degree at Middlebury in 1948, his Ph.D. followed at the University of Delaware in 1951. He joined the Middlebury faculty that year.

Dr. William B. Rowan has been promoted to Assistant Professor in Biology. Dr. Rowan, a newcomer to Middlebury, was introduced on this page in the recent Fall Issue of the News Letter. His degrees were earned at Cornell and he is one of the rare scientists who has returned to the classroom after a career in Government Health Service.

Middlebury was one of twenty-eight colleges and universities invited to participate in the 1959 Campus Community Workshop, sponsored by the Danforth Foundation, to be held at Colorado College, Colorado Springs, from June 22 through July 11. Each college has been asked to send a quartet of representatives, including the academic dean, and Dr. Stratton has named Associate Professor Prickitt (English), Assistant Professor Roberts (Chemistry), and Associate Professor Tillinghast (History) to accompany Dean Bowker. Seminars in practically all areas of scholarship and administration will be available to us and we have already been assigned to study groups in topics most closely related to our responsibilities and interests. The faculty leaders and consultants in the various problem areas are among the Nation's ablest educators. The Foundation has stated that the colleges chosen are primarily involved with undergraduate education, have student enrollments less than 2000, are accredited and highly respected for their academic achievements and continuing efforts to increase scholastic competence. Middlebury will provide our transportation; at Colorado we shall be the guests of the Danforth Foundation.

Campus Commentator

■ President Stratton receives from Martha Gerhart, '59, one of the first copies of *Songs of Middlebury College*, a professional edition of College songs sponsored by Mortar Board. This publication is available for $1.50 at the Middlebury College Bookstore or may be obtained through the mail from the Alumni Office.

HONOR courses will count four credits towards graduation during the second semester, as a result of the Faculty Honors Committee vote Feb. 18.

The ruling, effective in 70 courses, will concern the classes of 1959 and 1960 only, as the committee voted the plan on a two-year basis. The change will allow the honors student to carry only four subjects during the second semester. Honors students were informed that they had until Feb. 25 to drop fifth subjects if they so desire.

At present there are 25 honors students in college. Dr. Henry B. Prickitt, associate professor of English and secretary of the Faculty Honors Committee, noted that seniors' projects will be due April 20. The registration date for juniors was March 2nd.

Students sign for honors courses at spring registration, upon approval of the head of the major department and the Honors Committee. To qualify for honors work, the student must have been in the upper third of his class during two of the previous three semesters. Spring registration allows the candidate to begin work on his project during the summer months.

A MAJOR in fine arts will become effective next fall.

Minimum requirements are designed to offer the student opportunities for general education, as well as for a degree of specialization in art history. Course requirements are Introduction to Design, History and Theory of Eastern Art, History and Theory of Western Art, Renaissance Art, Modern Architecture, and Modern Painting, Music Survey, History of the Theatre to 1870 and the General Examinations are also necessary for completion of the major.

The department has also suggested courses relating to specific careers in various aspects of the arts. The student interested in a career in the creative arts may take Practice in Drawing and Practice in Painting. To enable the student to build a proper foundation for the study of the arts, courses in history, philosophy and religion are recommended. Students planning to do graduate work in art history are also advised to take courses in German, French and Italian. Physics is recommended for those intending to follow a career in architecture. Students interested in supplementing the material in History of American Art are advised to take American Literature Survey.

AN Interfraternity Council emergency loan fund was unanimously approved by the IFC at a recent meeting. Under the conditions provided for the fund, any fraternity may draw from the fund to meet financial problems arising from necessary house functions other than social.

Money to support the fund will be drawn from commissions earned by the IFC and other funds deemed necessary. The IFC will annually allocate the amount of money to be set aside and deposited in the special aid fund.

The fund may be drawn upon if, in the opinion of the administrative committee of the fund, the purpose of the fund will be met by the grant. The loans will be interest free and backed by a promissory note. Repayment is encouraged within one year, the absolute maximum being two years.

The administrative committee of the fund is to be composed of the treasurer of the College Undergraduate Activities; the president, vice-president and secretary-treasurer of the IFC; and the president, treasurer and advisor of the house concerned.

Applications for the loan should be submitted in writing to the treasurer of the IFC. The administrative committee will then consider the application. The findings of the committee must be confirmed by a two-thirds vote of the entire council.

Each semester the treasurer of the IFC will submit a report on the financial position of the fund to the IFC and the individual house presidents and treasurers. The IFC has reserved the right to restrict, add to, subtract from, or eliminate the fund for any necessary reason, by a two-thirds vote of the council.

Paul Wachtell, '59, secretary-treasurer of the IFC, said that "the present administration of the IFC felt that since the council has the power to tax the houses, the council should assume the burden of aiding them in financial crises. Since the failure of any one fraternity affects the system as a whole, it was our opinion that an emergency aid program was needed."

Wachtell also felt that this was the "first program of its kind, to my knowledge, on this campus and with proper administration it has tremendous potential to strengthen the fraternities, and aid the College."

RELIGION Conference speakers discussed "Religion in a Scientific Age." Panelists were Dr. Woodrow W. Sayre from Tufts University, Dr. Ian G. Barbour of Carleton College, William Robertson from the University of Vermont, and Dr. J. V. Langmead Casserly of the General Theological Seminary in New York.

SPORTS

By Joseph L. Presbrey, Jr.

"They said it couldn't be done!" Middlebury could never win its own Carnival and the Eastern Intercollegiate Ski Association championships without its trio of outstanding freshman Alpine specialists. The three, Gordie Eaton, D'Arcy Marsh and Norton Webber, had helped the Panthers to successive wins in the Dartmouth and Williams Carnivals. The win at Hanover was the first in eleven years.

Now came the big one, the Middlebury Carnival and EISA championships. Even second place would look good (both first and second qualify for the NCAA championships) but almost on the eve of Carnival even this seemed doubtful. The freshmen were tops, but under EISA rules they couldn't compete, so chances appeared slim. But, many had forgotten to reckon with the upper classmen on the team and the inspirational leadership of Capt. Pete Lahdenpera. They had been working just as hard, had placed well in their share of events, and were not about to be denied in the "big one."

Jim Southard, a senior, and Al Lamson, a junior, got things started the first day when they sped down the Worth Mountain downhill trail in record time. Southard finished first in a time of 1:14.2 for the mile-and-a-tenth run down the mountainside in below zero weather. Lamson was right behind him in a time of 1:15.7. Both clockings were under the record for the trail set in 1957 by Chick Igaya.

Although Southard and Lamson had been expected to do well, this one-two finish exceeded most hopes of Coach Bobo Sheehan. As surprising as this finish was, there was still a greater surprise in store. In fourth place was Lee Kaufman, a sophomore. A virtual unknown, Kaufman had not skied previously for Middlebury in a college meet.

"He hadn't skied for us in a team meet before, but he was a youngster who had been working hard and I thought he should have a chance. It certainly was one of my better choices of the weekend," smiled Coach Sheehan.

This one-two-four placing gave Middlebury a team score of 99.96, just .04 of a point short of a perfect score, in the downhill and gave them a quick jump on Dartmouth.

Capt. Lahdenpera won the cross country as he had the two previous weeks. The cross country team, toughest event in skiing, has been the backbone of Middlebury skiing the past two years, and has gone undefeated for two straight years. All four Middlebury runners placed in the top ten to give the Panthers a big first day lead on Dartmouth.

Lahdenpera, a definite Olympic prospect and honorable mention All-America last year, and his teammates have sent themselves through a fantastic training program of conditioning and perfection of techniques. The captain and his three mates, Al Lamson, Herb Thomas and Duke Manley, all juniors, have spent countless hours on the gruelling nine-mile course at the Bread Loaf Mountain campus. But all this hard work has paid big dividends this winter and a year ago when they won the NCAA cross country championship.

Middlebury slipped back a bit in the second day of the Carnival. They lost valuable points to Dartmouth in the slalom in the morning and went into the final event, the jump, with a lead of about four points.

A heavy snow storm blew into the Snow Bowl during the jump and all but obscured the jumpers from view. The storm abated some on the third trial, and Thomas, a football co-captain elect for next season, recorded the second longest jump of the day, 135 feet, and the best Middlebury effort.

Here again the team's finish was below expectations, but its great Nordic combined score, cross country and jump, gave them enough cushion for a comfortable win over Dartmouth. The final point totals were Middlebury 579.86 to Dartmouth's 573.51.

Lamson won skimeister honors as the meet's top four-event skier. It was the second such win for the Middlebury junior since he had taken similar honors the week previously at Williams. Thomas, Middlebury's other four-event skier, placed right behind Lamson in the point totals.

The win regained the EISA title for the Panthers for the first time in several years, and gave them their own Carnival crown which had escaped them in recent years. Middlebury and Dartmouth, by virtue of their one-two placing, earned the right to represent the East in the National Collegiate Athletic Assn. championships at Winter Park, Colo., March 26–29.

"An all-out team effort in every meet was a great measure of our success this year," said Coach Sheehan. "I guess our cross country team was the backbone of the squad, although, with the freshmen, we had the East's best Alpine time."

The Middlebury coach also commended the leadership of his captain. "Pete Lahdenpera did a fine job and was an outstanding leader.

Coach Sheehan lauded his four-event men, Thomas and Lamson, and also Manley, who proved a pleasant surprise with his showing in cross country despite a lack of top experience.

"The team exceeded expectations, Coach. Why?"

"Well, I guess you might say pride played a big part. The upper classmen heard all about these freshmen, and the fact that they couldn't win without them. I guess this sort of cut them a bit, and they went out and worked that much harder.

Two national collegiate hockey scoring records were broken and another tied this season by Middlebury players. Phil Latreille, '61, set a new NCAA mark with a season's total of 90 points, 57 goals and 33 assists. The old mark of 89 was set in 1954–55 by Harvard's Bill Cleary. Latreille's 57 goals tied a national record of 31 years standing which was held by Winthrop (Ding) Palmer of Yale.

Middlebury Capt. Mike Karen established a new national record for assists with his 62 this season. Karin ranked as the second top scorer in the nation behind Latreille with 24–62–86. Karin's 84 goals and 128 assists for a four-year mark of 212 points is a new all-time Middlebury record. The old mark of 132 was held by Ron O'Keefe, '56.